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ABSTRACT

This module emphasizes the training of staff members of recognize the benefits of effective school-community cooperation and provides an opportunity for trainees to develop a viable community relations strategy. Reasons for community involvement are considered; these include becoming responsive to and aware of community needs, obtaining community input on what the school should be doing, and expanding limited school resources. The difference between community relations (communication to promote awareness of school programs, needs, accomplishments, and problems) and community involvement (activities bringing community members/organizations into direct contact with students and school programs) are delineated. The benefits of school-community cooperation are outlined as: student opportunities for community career exploration, experience in career decision making, awareness of community career placement opportunities, and exposure to a variety of community role models. Participants (lay groups and government and private agencies) are identified. Strategies suggested for improving community relations include news releases, radio/television announcements, newsletters, speeches, and posters. Strategies suggested for community involvement are advisory committees, tutorial programs, career information programs, student self-awareness programs, parent-child nights, school sponsored picnics, and job fairs. To present a fully comprehensive treatment of community relations and involvement, it is noted that this module could be combined with Module XIII, "Cooperative Agreements with Business, Industry, and Labor." (NEC)

Research and Development Series No. 149K

ED 286682

MODULE

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE

COMMUNITY RELATIONS AND INVOLVEMENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Cooperative Rural Career Guidance System

RC016402

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149K

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE X: COMMUNITY RELATIONS AND INVOLVEMENT

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October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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Project Officer, David H. Pritchard

The National Center for Research in Vocational Education — Grant No.: G007605052

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Community Relations and Involvement," emphasizes training of staff members to recognize the benefits of effective school-community cooperation and provides an opportunity for trainees to develop a viable community relations strategy. It and other parts of the *Guide* should prove to be valuable assets for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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MODULE X: COMMUNITY RELATIONS AND INVOLVEMENT

Module Overview

Instructional Time

Approximately 1 hour

Module Description

An effective career guidance and counseling program is based on the concept that the school and community need to cooperate with each other. Within the module, a brief presentation of the rationale for community relations and involvement and the definitions of each are given. Following the presentation, the participants identify strategies for bringing about school-community cooperation. Working in small groups, the participants then develop a communication strategy.

Note: This module could be combined with Module XIII, "Cooperative Agreements with Business, Industry and Labor," in order to present a fully comprehensive treatment of community relation and involvement.

Goals and Objectives:

Participants will:

Goal 1 Gain new insights into how the school and community can cooperatively aid the career development of students.

Objective 1.1 Understand the relationship between community relations and community involvement.

Objective 1.2 Identify the goals of school-community cooperation.

Objective 1.3 Know various techniques and activities to promote community relations and involvement.

Agenda

5 minutes	Introduction	Large Group Presentation	
15 minutes	School-Community Cooperation	Large Group Presentation	X-5
40 minutes	Development of a Community Relations Strategy	Small Group Activity	X-9
5 minutes	Summary	Large Group Presentation	X-11

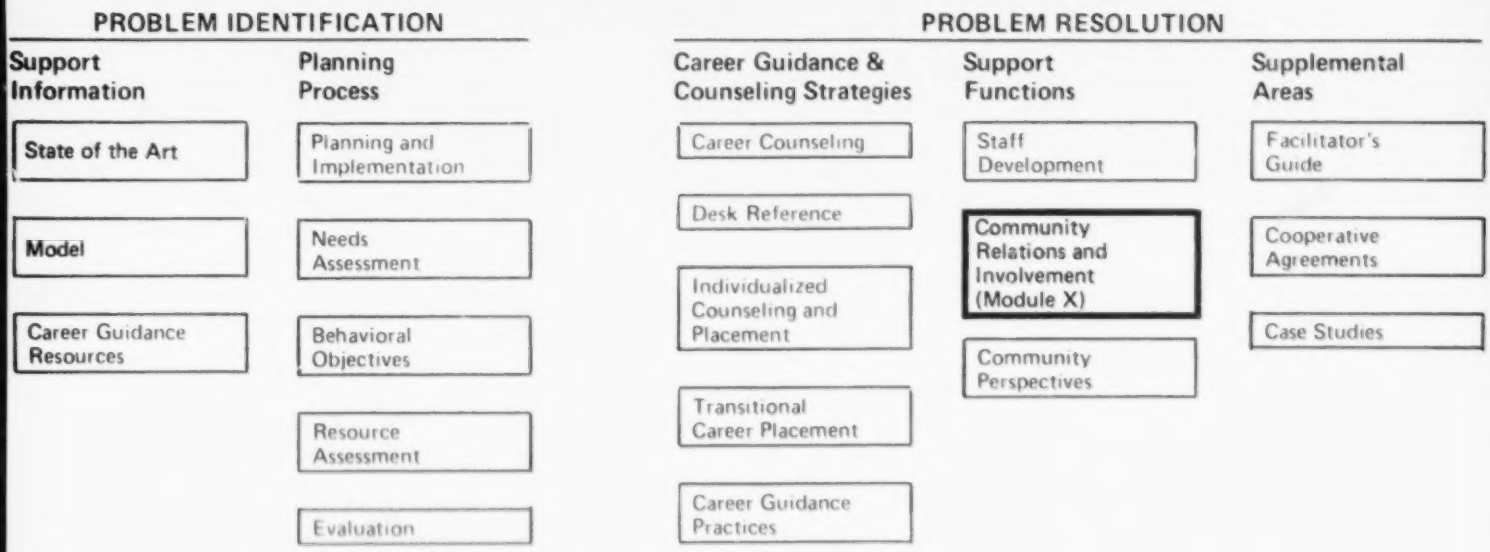
Module Evaluation

The effectiveness of the module will be determined by how well participants are able to develop communication strategies and identify strategies for school-community cooperation. If this module is presented independently of the other modules in the set, the module-specific questionnaire in the participant materials should be administered. If this module is part of an extended (multiple day) workshop then the questionnaire found in Appendix A should be used.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



This module relates to two concepts—community relations and community involvement. Both of these concepts are vital to a career guidance program. One way of gaining support for program activities is to have an effective community relations program that keeps the community abreast of school activities. Through strong community involvement, the community members become a part of the career guidance team. Community relations and involvement pervade all aspects of a comprehensive career guidance and counseling program.

ACTIVITY TITLE: School-Community Cooperation

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES

A. Why Have Community Involvement?

1. Through broad-scale community involvement in the career guidance and counseling program, the school becomes responsive to and aware of community needs.
2. This involvement is an excellent way to obtain community input on what the school should be doing.
3. In rural and small schools this is a way of expanding upon limited school resources.

B. Difference Between Community Relations and Community Involvement

> Refer participants to the handout entitled "School-Community Cooperation," p. X-14 for complete definitions.

1. Define community relations as communicating with the community to promote people's awareness of school programs, needs, accomplishments, and problems.
   - Many strategies can be used for communicating this information. (Newsletters, school open-houses, etc.)
   - Involving students in this communication effort makes them more effective and contributes additional labor and talent.
2. Define community involvement as a series of activities that brings community members and/or organizations into direct contact with students and/or the school program.
   - Examples would be to bring community people into the school as resources, hosting a career fair, etc.

C. What are the Benefits of School-Community Cooperation?

1. Through cooperative school-community efforts, the following goals can be met:

FACILITATOR OUTLINE	NOTES

- Learners will have greater opportunity for career exploration in the community.
- Learners will gain experience in career decision making.
- Learners will become aware of career placement opportunities in their community.
- Learners will gain realistic career guidance information.
- Learners will be exposed to a greater variety of role models in the community.

2. Overall students will gain information for making sound career decisions.

D. Who Can Be Involved?

Ask participants to suggest individuals who should be involved.

1. All members of the school and community can become involved in this effort.

2. Certain groups can be viewed as key leadership sources.

   - Lay Groups
     - League of Women Voters
     - Rotary
     - Garden Club
   - Government and Private Agencies
     - Federal agencies
     - State agencies
     - Local government agencies
     - Community agencies

E. How Can You Bring About School-Community Cooperation?

1. Ask participants to identify strategies for bringing about community relations that they have used. Cues include:

   - News releases
   - Speeches
   - Radio and television announcements
   - Posters
   - Newsletters

FACILITATOR OUTLINE	NOTES
Refer participants to the handout entitled "Information of Importance to Public," p. X-15.	p. 15, *Community Relations and Involvement*
2. Mention that the left hand column of the page indicates what can be communicated to the public and the right hand column provides suggested strategies.	
3. Ask participants to identify strategies for bringing about community involvement. Cues include: • Advisory committees • Tutorial programs • Career information programs • Student self-awareness programs • Parent-child nights • Picnics sponsored by the school • Job fairs	

ACTIVITY TITLE: Development of a Community Relations Strategy

DURATION: 45 minutes

FACILITATOR OUTLINE	NOTES
A. Explain Activity	
1. Indicate to participants that they will be developing a community relations strategy in small groups.	
2. Tell participants that they will have approximately 30 minutes to develop a communication piece and communication strategy on any topic related to a career guidance and counseling program.	
• Suggest to participants that they think of strategies such as radio announcements, TV announcements, posters in the school building and in community businesses and centers, newsletters and so forth.	
• Point out that the topic of communication could be any aspect of the program, e.g., needs assessment results; the formation of a planning committee; the start of a new activity for students; etc. Whatever the topic is, the communication piece must be: – Attention grabbing – Relatively short – Visually appealing – Clear in terms of information delivered	
• Be imaginative in the communication piece. For example, communication could take the form of a community poll conducted by students or surveys conducted by the school.	
Direct participants to the handout entitled "Public Service Radio or TV Announcement for WKORN AM and FM, and WKORN TV," p. X-16. This handout describes a news release for a community survey conducted by students. Also have participants look at the handout entitled "News Release for the Green Valley Gazette," p. X-17.	
3. Refer participants to pp. 14-17 of the handbook for other ideas on community relations strategies.	pp. 14-17, *Community Relations and Involvement*
Have participants divide into small groups (3-4 people) and complete activity.	

FACILITATOR OUTLINE	NOTES
B. Conclusion 1. Have participants share their strategies. 2. Highlight good ideas presented by participants. Time permitting, ask participants how they have evaluated community relations and improvement programs in the past. How effective have those programs been?	

ACTIVITY TITLE: Summary

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES

A. Summarize Key Points on the Topic of Community Relations

1. Community relations involves relating school activities to the community.
2. Numerous community relations strategies exist.
   - News releases
   - Radio and television announcements
   - Newsletters

B. Summarize Key Points Covered in Community Involvement

1. Community involvement is a series of activities that brings the community in direct contact with the schools.
2. Strategies for community involvement are practically unlimited and include:
   - Job fairs
   - Field trips
   - Career information programs
   - Tutorial programs
   - Advisory committees

C. Relationship to the *Rural America Series*

Show the transparency, "Rural America Series," p. X-22.

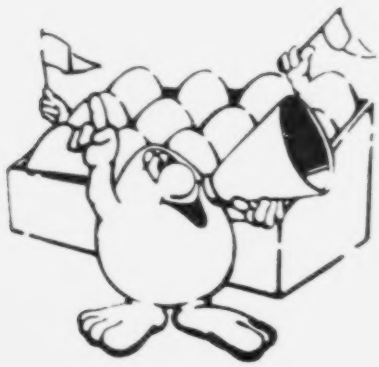
1. Note that community relations and involvement are a necessary element in any career guidance program.
2. Career guidance cannot really be implemented without community involvement.
3. Community relations and involvement is really an integral part of career guidance from initial planning to full scale program implementation.

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
School-Community Cooperation	X-14
Information of Public Importance	X-15
Public Service Radio or TV Announcement for WKORN AM and FM, and WKORN TV	X-16
News Release for the Green Valley Gazette	X-17
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	X-18

SCHOOL–COMMUNITY COOPERATION

Community Relations



This involves the ongoing process of communicating with the community to promote people's awareness of school programs, needs, accomplishments, and problems. The primary purpose of a community relations effort is to gain community support and understanding of the schools and their programs. A variety of strategies may be employed in this communication process. Student involvement, in any or all of these strategies, makes them more effective and contributes additional labor and talent. Ideally, the communications process would involve many strategies.

Community Involvement

This is a series of activities which brings community members and/or organizations into direct contact with the students and/or the school program. Community involvement aims at using personnel, facilities, or materials to accomplish a specific task or tasks. Often its purpose is to solve a problem not being considered. Other purposes are to broaden student experiences or to provide additional services to the schools and, ultimately, to the community through improved education.

INFORMATION OF IMPORTANCE TO PUBLIC

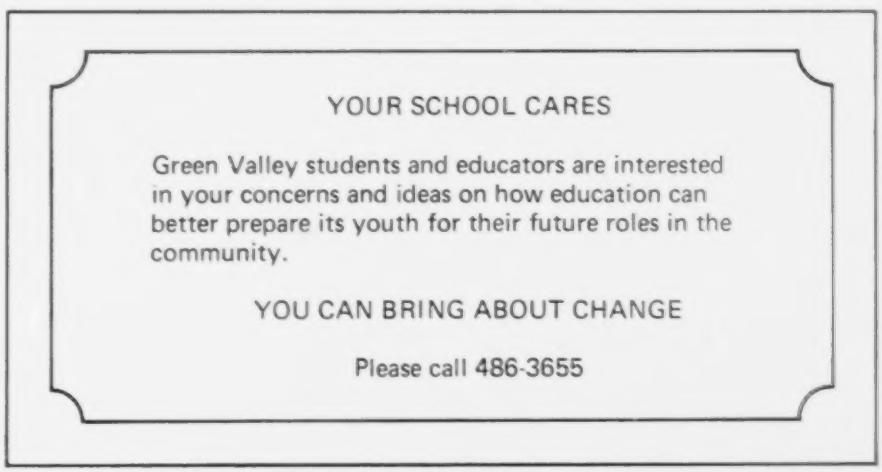
1.	Accomplishments of Program	– staff – students – community	• News Releases • Radio, TV
2.	Goals of Program		• Advisory Groups • Newsletters • Speakers: PTA–Service Groups • Personal Contact
3.	Needs–funds, materials, human resources, involvement of community		• Surveys • Speakers • Personal Contact–Business, Labor, Industry • News Releases • Advisory Groups
4.	Problems in Implementing Program		• Board and Administration Contacted by Facilitator • News Releases • Speakers
5.	Progress Reports on Program–positive and negative		• Advisory Groups and Facilitator Report to Board, Administration, Staff and Public • Radio and TV Spots • Speakers: PTA, Service Groups, etc. • Newsletters • News Releases
6.	Evaluation Results		• Advisory Groups and Facilitator • Periodic or Final Formal Reports to Board, Administration and Public • All of Above • Any Additional
7.	Special Events		• News Releases • Radio, TV • Newsletters • Handbills • Speakers • Posters
8.	Human Interest–student, staff, community member		• All of above

PUBLIC SERVICE RADIO OR TV ANNOUNCEMENT FOR WKORN AM AND FM, AND WKORN TV

ANNCR.: Your Green Valley School District is in its first year of a comprehensive Career Guidance Program. Are you aware of this? The students in Miss Sylvia Smith's tenth grade class are standing by at the Green Valley High School, phone 486-3655. Please call between 9:00 a.m. and 3:00 p.m. today if you are a community-minded person. These students, including John Corn, Jim Wheatfield, and Martha Vinel, are conducting a poll to try to make your schools a better place to learn. Career guidance is important. Your thoughts and ideas are needed, NOW. Call 486-3655. By answering the questions these students have to ask, you can help make our schools better.

When using the above example on television, one should consider having available for station use a 3" x 5" colored slide or other visual aids to illustrate the issue being presented.

Slide Example:


YOUR SCHOOL CARES
Green Valley students and educators are interested in your concerns and ideas on how education can better prepare its youth for their future roles in the community.
YOU CAN BRING ABOUT CHANGE
Please call 486-3655

NEWS RELEASE
FOR THE GREEN VALLEY GAZETTE

For Immediate Release

"Career Development Enters Second Year"

Green Valley School District has just completed a milestone in an exciting new aspect of education. Students in kindergarten through twelfth grades have gone a thousand places. They have heard 300 speakers. And these places are right here in the community. The speakers were you. Miss Martha Greenbottom's third grade class was all in attendance at the veterinary hospital last Tuesday and watched while Johnny Sweetcorn's pet pedigreed poodle gave birth to seven little pedigreed poodles. Silas Astronaut, one of the valley's largest farmers, visited the senior class last month, only twelve days after returning from the United States' first attempt to place a manned space vehicle on the planet Mars.

Are you aware of Green Valley School's program of Career Guidance? If you are not aware, would you like information? Would you be willing to participate in program development for the coming year? Green Valley is now asking for your help. In order to keep you better informed and to make next year more successful, call 486-3655 any evening this week. If you will leave your name and address, two or more members of the speech class will come to visit you at a convenient time to ask some questions which will assist your school in continuing with a bigger and better career guidance program in the school year 1977.

RURAL AMERICA SERIES

Module Questionnaire: Community Relations and Involvement

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the role of community relations and involvement for career guidance programs.	
1	2	3	4	Increased understanding of strategies for community relations and involvement.	
1	2	3	4	Increased skill in developing a communication strategy for a programmatic activity.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handouts	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page
The Rural America Series	X-22

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information

- State of the Art
- Model
- Career Guidance Resources

Planning Process

- Planning and Implementation
- Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies

- Career Counseling
- Desk Reference
- Individualized Counseling and Placement
- Transitional Career Placement
- Career Guidance Practices

Support Functions

- Staff Development
- Community Relations and Involvement
- Community Perspectives

Supplemental Areas

- Facilitator's Guide
- Cooperative Agreements
- Case Studies

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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